



Cherry Creek Schools  
Foundation

## 2022-2023 Educator Initiative Grant Recipients

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### **Altitude Elementary School**

Heather Koopman

*Innovation Tools for Reading Success*

Our school's mission is to "Dream It, Believe It, Do It." This grant will help us provide innovation in reading intervention so that learning is more engaging for our students. It will allow us to cultivate a diverse culture of imagination, exploration, and discovery for our students who have academic difficulties.

### **Altitude Elementary School**

Katie Parker

*Learning, expressing and innovating through building*

Moving away from ready-made knowledge, the innovative mindset allows our learners to construct their own knowledge by creating and interacting with physical objects. Renovated learning through hands-on Wonder Tubs will allow students to build a culture of creativity, innovation and discovery that will provide students with real-world challenges.

### **Antelope Ridge Elementary School**

Kristy Forsythe

*BOOM Learning*

As a speech-language pathologist, my students have diverse and unique communication needs that require differentiated learning and targeted skill set instruction. BOOM Learning Cards is an online platform created for teachers to allow for instruction using cards. The idea is to let students practice skills in multiple academic areas with a visually stimulating experience via any accessible device. Teachers are provided with interactive lessons, gamified for students, with automatic grading and real-time reports. Students are also able to track their progress using these same features.

### **Arrowhead Elementary School**

Jennifer Padgett

*Books we can read! Books we need!*

Finding high interest books for 5th grade students catching up on reading skills has always been challenging. Today, this need is bigger than ever. Decodable texts allow students to boost confidence while practicing specific word patterns to improve reading skills. These books will appeal to our older students and will ensure that they see themselves in the books as well.

### **Arrowhead Elementary School**

Xeng Vue

*Educator Initiative Grant*

By combining cardio drumming with music and movement, students at Arrowhead will improve their physical, cognitive, musical, and emotional well-being

### **Arrowhead Elementary School**

Ariana Chenlo

*Flexible seating promotes engagement!*

There are many benefits to flexible seating in the classroom. Ownership and flexibility are two important components to consider when creating a classroom environment. It's no secret that kids need to move. Providing a variety of seating options creates the space for students to move in a way that supports whole well-being and focus. This classroom environment allows for students to collaborate in an authentic and comfortable setting. While other times, it allows the opportunity to focus in a busy environment. By providing a variety of seating options, 5th graders are empowered to choose how they are most comfortable learning which promotes student engagement.

### **Arrowhead Elementary School**

Amy Rohr

*Library Diversity Project*

As the arrowhead librarian I am passionate about ensuring that our library is diverse and represents the diversity of our community. I would like to focus on two specific ways I can do this with this grant. We recently added over 60+ titles to our library catalog in spanish to provide engaging reading material for our spanish speaking students. With portions of this grant I intend to purchase another library shelf to house not only those 60+ titles but our existing titles in languages other than english. These titles are currently on a library cart and deserve a permanent placement on in our space. Secondly, as a member of our equity committee, we recently sorted through our indigenous peoples section and removed all books deemed inappropriate or using outdated language. This left our indigenous peoples section with just a handful of books. We would like to populate this section of our library with relevant and recent publications that adequately represent indigenous peoples and their culture. This means replacing 30+ books.

### **Arrowhead Elementary School**

Carolyn Brumfiel

*Musical Mallets*

Arrowhead kids will sing, play, and create using xylophones!

### **Aspen Crossing Elementary School**

Kelly Key

*Beast Mode*

Beast Academy is an online math curriculum for advanced elementary school students ages 8-13. In this interactive math program, students begin building out their problem-solving skill stack through rigorous math lessons taught by engaging, comic-style characters. The Beast Academy mission is: At Beast Academy (BA), we believe all students should have access to a truly engaging, high-quality, rigorous, thought-provoking curriculum. We help schools introduce advanced math concepts early, so students can build a problem-solving foundation for more advanced math and science classes in the years to come.

### **Aspen Crossing Elementary School**

John Brindle

*Xylophones, Metallophones, and Glockenspiels for ALL*

My classroom is equipped with a set of xylophones, metallophones, and glockenspiels that are in good condition and we use them almost daily in nearly every class. Unfortunately, there are not enough of them to fully outfit every student in the room at once and so some students end up sitting out and

taking turns rather than having their own instrument to play. This grant is designed to purchase two more instruments that will complete the class set and make it possible for all students to play together.

### **Bellevue Elementary School**

Monica Winkler

#### *Giving Primary Students a SPIKE in LEGO Education*

Students in the primary grades thrive off hands-on learning, and what better way to foster engineering and design skills through the power of play with Legos? With the Lego Spike kits, students can be storytellers and coders, by creating elaborate stories and making their Lego builds interactive by programming code through the Spike app. Each kit will allow students to work in small groups and access the 4 C's: communication, collaboration, creativity, and critical thinking skills. This kit will highly engage students to build and design their own stories and then make them come to life by using age-appropriate block coding. Having this tool in my classroom not only allows my students to access to STEM skills, but also contributes to literacy and social-emotional development. It is a well-rounded tool that all of my primary students will benefit from at Bellevue.

### **Buffalo Trail Elementary School**

Amy King

#### *Cario Drumming*

Cardio drumming is an upbeat, energetic, fun-filled activity that incorporates physical education and music standards to get students moving, learning rhythms, expressing their creativity, and getting a full-body workout at the same time. Students will use exercise balls, bases, and drumsticks to learn rhythmic routines, create their own routines and teach those routines to their peers using contemporary music of their choice.

### **Buffalo Trail Elementary School**

Nicole Robbins

#### *Endless Energy*

Energy can be endless! As technology develops, students will benefit from more information about sustainable energy sources and/or for better ways to tap natural resources. Through this grant, students will be given hands-on opportunities to understand the power of energy using exciting and new projects. They will learn about technology currently in place and potential renewable energy resources. Students will move away from boring lesson plans and towards learning through play. The world is changing, and education must change with it! When students are "playing" with solar power, wind power, hydroelectric power and alternative resources, their learning will be intrinsic and they will want to continue to learn more about the future of science and technology.

As Albert Einstein once said, "everything is energy and that's all there is to it."

### **Buffalo Trail Elementary School**

Sarah Bowers

#### *Meaningful Math*

Our grant project would support Multilingual Learners in grades 2-4 in an afterschool math club and through co-teaching instruction in 1st and 2nd grade classrooms. Our math club is aimed at building mathematical reasoning and problems solving through hands on math experiences. Multilingual learners benefit from opportunities to build a firm understanding of math vocabulary through oral

language experiences and explicit, visual instruction of math. Mathematical reasoning and problem solving require a strong understanding of math language. Through number talks and engaging math activities, multilingual learners will build the academic vocabulary of math and be more confident when participating in their classroom math lessons. Additionally funds will be used to create family math kits. Families will be invited to participate in a math night with their child where the resources are introduced. Each week students will take home interactive family math kits to practice with and engage in math with their families. They will bring these home each week to exchange for new activities.

### **Buffalo Trail Elementary School**

kim Casali

*PAWS and Read!*

PAWS and Read!

Companion pets, also known as robotic pets, are increasingly being used for therapeutic purposes. At High Plains and Buffalo Trail Elementaries, our students will use these pets throughout the day as support for their social emotional learning. They will have a chance to read to these furry friends, not only increasing their independent reading skills but also their overall whole well-being.

### **Buffalo Trail Elementary School**

Anna Esgro

*Social Emotional Space*

My grant project will provide an atmosphere that nurtures a variety of social emotional needs. All students will have access to materials they can use to self-regulate and reset.

### **Campus Middle School**

Sherry Groegor-Godwin

*22-23 Educator Initiative Grant*

The goal of this grant is to provide students with hands-on inquiry labs that will allow them to have an active role in their learning and increase their understanding of force and motion and how Newton's Laws of Motion tie into and influence their everyday lives.

### **Campus Middle School**

Michael Magrin

*Easels for Engagement*

To provide an innovative way to inspire students back into the art experience by elevating the authenticity of the visual arts classroom through the incorporation of easels in the art classroom. Allowing students to interact with visual arts mediums in the Plein Air tradition of Monet, Renoir and Van Gogh.

### **Campus Middle School**

Elizabeth Ellingson

*Educator Initiative Grant*

I would like to purchase 30 copies of the book "Flipped" by Wendelin Van Draanen for my 6th grade language arts students. Currently, my students read the novel "Out of My Mind" by Sharon Draper for our second unit of the school year called Unit 2: Differences and Disability. This book, while lovely, is widely read by students when they are in the 4th and 5th grade. It is, in my opinion, a bit below 6th grade reading level and rather boring for the kids as they have already read it by the time they get to

middle school. I would like to introduce my students to another book that broaches the concept of differences and disability in a more grade appropriate lexile that most of them have not read. The book also includes lessons for point-of-view, which is a 6th grade standard. I cannot afford to purchase 50-60 books, so grant money for this purchase would make it possible. Several of the other 6th grade teachers already read a different novel for unit 2 and do have other books to use, so I would not be going outside the norm of my professional learning community by using a different text if my students are lucky enough to receive the grant.

### **Canyon Creek Elementary School**

Shannon Lemmon-Elrod

#### *Cardio Drumming*

Cardio drumming is an upbeat, energetic, fun-filled activity that incorporates physical education and music standards to get students moving, learning rhythms, expressing their creativity, and getting a full-body workout at the same time. Students will use buckets, exercise balls and drumsticks to learn rhythmic routines, create their own routines and teach those routines to their peers using contemporary music and music of their choice.

### **Canyon Creek Elementary School**

Brian Hostetler

#### *Game On! Video Games in the Classroom*

For years parents have lamented the fact that they cannot seem to get their children off their video games. It's caused major disagreements, battles and tension at home, and sometimes trouble at school. But in reality, video games are often used in educational settings to create digital experiences for students that are impossible to create in real life. Students can create video games to assess learning, that tell stories along with curriculum, and invent games that promote social emotional learning. With this grant, we will give students a platform to create, as well as the physical tools to create their own controllers, moving learning from the digital realm into the real world.

### **Canyon Creek Elementary School**

Amanda Arlington

#### *I Am My Own Hero*

"I Am My Own Hero" will be taught in conjunction with Black History Month. Except the way I teach Black History Month is a little different than most. Instead of using cultural appropriation to replicate a hero that might not resonate with each student, I use cultural art from many different artists to teach students to come up with their own meaning. This project will use equity pedagogy, Social Emotional Learning and Growth Mindset strategies. We will investigate color, texture, as well as visual storytelling based on personal narrative. Every race and every culture has traditions that radiate an expression of identity, values, and history. My job as an arts educator is to tap into examples of this and then help students evoke personal expressions related to their own traditions. This year, I am taking this a bit further. Students will research a hero and then create a portrait showing the values in that hero they can relate with. This could be through costume, pose or gesture. Then students will use printmaking and image transfer techniques to produce their artwork.

### **Challenge School**

Jessica Williams

#### *Geography Bee Kit*

As a gifted learning teacher, I am always looking for ways to connect to student's interests and curiosities. As students prepare for the National Spelling Bee and Rich Morrow Math Contest, I wanted

to reopen the door to the love of geography and world studies with a Geography Kit for students to prepare and keep for life long learning. Students will receive entry to the National Geography Bee, globes and maps to use during our mini course. Mini course at Challenge are six week courses that allows students to explore interests and dive deeper. If the mini course fills up or students have a different mini course preference, the kit will still be available for work on preparation at home.

### **Cherokee Trail High School**

Amy Barr

#### *Adaptive Curling*

Adaptive curling promotes physical activity, social opportunities, and fun for students with physical disabilities. Students participate in an Olympic sport alongside typically developing peers as part of Unified Physical education. Adaptive curling is an indoor sport using adaptive equipment that allows students with a variety of physical abilities to participate together.

### **Cherokee Trail High School**

Jennifer Sarro

#### *Adaptive Curling*

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### **Cherry Creek High School**

Lauren Chatwin

#### *Bruin Cup*

Bruin cup will be an inclusive project developed by the ILC department that will target vocational, social, mathematical, literacy, linguistic, executive functioning, fine and gross motor, and social emotional skills.

### **Cherry Creek High School**

Tara Cullen

#### *eSports on Campus*

Creek eSports, short for electronic sports, is organized and competitive video gaming, approved by CHSAA as a competitive high school activity. Through competitive or causal involvement in Creek's three-time Colorado State Champion eSports team, students develop teamwork, communication, and strategy while building skills in critical thinking, decision making, and problem solving. eSports is expanding rapidly nationwide and is reaching all kinds of students. It gives a different group of students a chance to compete, represent their school, and receive recognition for their considerable skills.

### **Cherry Creek High School**

David Rowe

#### *Helping Students Find Their Strengths*

In Sophomore Enrichment Seminar (S.E.S.), we are working with students who have struggled to find academic and personal success at Cherry Creek High School. When students can identify and utilize their individual strengths, they are much more likely to thrive in a competitive academic environment. The education experts at Gallup have created a sustainable, outcome-driven strengths program for students that we have found can empower students in SES.

### **Cimarron Elementary School**

Rebecca McMillan

#### *Integrating STEM, Science and Physical Education with LEGO BricQ*

Over 300 K-5 students will benefit from BricQ Motion Essential sets from LEGO Education. These sets provide hands-on learning experiences for students while exploring science concepts of force and motion within the context of sports. BricQ activities are open-ended and provide building and problem solving opportunities- integrating STEM, science, and physical education all at the same time.

### **Cimarron Elementary School**

Tina Book

#### *Play Personalities and Recess*

All students learn in their own unique way, they also have distinctive play personalities! Students deserve to have different options at recess to enhance their play personas and creativity.

### **Cimarron Elementary School**

Chelsea Hitchcock

#### *Sensory Pathway to Success*

Sensory Pathways to Success will provide a complete sensory path to install within the main hallways at Cimarron. A sensory path is a series of movements for students to follow such as frog jumps, spins, and wall push-ups. The path will consist of markings on the wall or floor that indicate what movement to do next. The idea behind the path is that students will work off excess energy and enhance their gross motor skills, while also learning how to return to the classroom in a regulated state. The steps on the path are created to engage different parts of the body and brain. Research shows that physical activity improves attention-to-task and the ability to self-regulate. A structured movement break will be available as a school wide tool by using the sensory path. The hope will be that we will see students increase their focus and attention to cognitive tasks and be able to show a calm body for longer time periods after using the sensory path.

### **Coyote Hills Elementary School**

Dan Begun

#### *Decodable Texts to Boost Student Literacy*

Cherry Creek Schools and the state of Colorado have made it clear: students need direct phonics instruction in a systematic way. This aligns with researchers' findings about the science of reading - more than 1 in 3 students are not served by the "whole language" view of reading, the dominant force in literacy instruction for the last few decades. Cherry Creek has recently been providing teachers K-3 with the necessary phonics training and curriculum to reach all students, and we are starting to make gains in student success. However, there are still many students who continue to need additional support with reading interventions (targeted instruction in phonics, fluency, accuracy, and more). Although we have received crucial training in the Orton Gillingham approach to phonics instruction, we are still lacking in one important area - applying phonics skills in authentic and engaging decodable texts. It is imperative that students have opportunities to practice their learning. Too often we are asking students to apply their skills in text that does not truly allow for practice of a specific skill from that day or week's lesson, leading students to rely on pictures or guessing in order to try to read the text. Decodable texts are written so that students get this important practice and feel successful with diverse, engaging stories that bring their learning to life. With the purchase of decodable text sets for small

group instruction, students will improve their phonics skills with rich and meaningful books that better reflect their interests.

### **Coyote Hills Elementary School**

Keri Silvester

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### **Coyote Hills Elementary School**

Meghan Bergman

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### **Coyote Hills Elementary School**

Janie Prewitt

#### *Educator Initiative Grant*



Coyote Hills Elementary has a severe needs program housed in the building. The teacher and mental health provider are always looking for innovative ways to increase inclusion of these students and support their individual growth in academic and practical skills. The vision of this project is to pull all of these aspirations into one project. The grant would allow for the purchase supplies to have a coffee/tea/doughnut cart in the building that will be taken around the school to help these students gain valuable skills in several areas while also supporting teachers by providing them coffee, tea, and/or a small treat (as funding allows). The students in the severe needs classroom, as well as other selected students, will be involved in making the coffee, preparing the cart, and taking the cart around the school. This fosters relationship building, inclusion, while also supporting the well being of teachers. This would give the students another opportunity to contribute in a meaningful, practical way. The students will have to practice following directions, math/measuring skills, time management/planning, and adaptive skills (cleaning, preparation, etc.) as part of this process. Teachers would pay for coffee by giving money or by writing a short encouraging note or "howl out" explaining how that staff supported them or had a positive influence on them in recent weeks. All money will go toward funding drinks and snacks to keep the program running.

### **Coyote Hills Elementary School**

Bethany Thaemert

*Let's Make Music*

I would like to provide an engaging musical experience for my students by giving them access to more instruments. My music classroom is in need of class sets of basic percussion such as shakers, rhythm sticks, and bells. We would also benefit from melody sets like deskbells, and a variety of individual percussion to inspire and motivate the students to create and enjoy music.

### **Creekside Elementary School**

Kelsey Ross

*Hummingbird Robotics*

The Hummingbird Robotics Kit is a means for students to engage in the Engineering Design Process to build a robot out of craft and recycled materials. Students collaborate to successfully design and engineer their robot before bringing them to life using code to program their robot's mechanical movements.

### **Dakota Valley Elementary School**

Callae Mock

*Art for ALL*

Art class is an outlet for student expression as well as an avenue for them to explore many different mediums, tools and techniques. Because elementary art teachers have a fixed budget for the year, providing supplies for nearly six hundred students can be quite daunting. Items like glue sticks, markers, paper, paint and other consumables are often needing replacement and that makes it difficult to afford other items for them to try. Having access to diverse materials and new mediums is crucial for students because it leads to higher engagement and fosters curiosity within the arts, especially in elementary school. As students go through middle, high school and even college they often reflect back upon their favorite art mediums they experimented with in elementary school and use that as a guide to continue pursuing that style of art. As an art educator I believe that it's extremely important to give young students the opportunity to utilize many different art making tools so that they can try new things, create new depth in their learning experiences and continue to pursue the arts as well as grow as artists. Being able to expose them to new ways of art making is also fun, highly engaging, and a way to allow

them to relax and take space away from daily stressors, which kids desperately need in our current world and society today.

### **Eaglecrest High School**

Kari Polmateer

#### *Professional Clinicians for Band Students*

This grant will allow the Eaglecrest High School band program to bring respected and accomplished professionals to work with students in a smaller setting focused on their specific instrument. Focused instruction on each instrument in the band program will occur once a month. This instruction will increase the musicianship of individual students and elevate the band program overall. Furthermore, it will increase the equity of music instruction by giving each student the experience of a private lesson regardless of their ability to pay.

### **Eaglecrest High School**

Timothy Chase

#### *Sustainable Food for All*

Sustainable Food for All engages high school students in solving environmental and social justice issues in their community. An indoor hydroponics grow lab will allow students to explore S.T.E.M. topics as they grow healthy, sustainable food on a year-round basis.

### **Eaglecrest High School**

Christopher Donovan

#### *Sustainable Foods/Community Garden*

Our Conservation Biology course is an innovative class where students are taught the methods to preserve our local ecosystem, develop sustainable food sources, and improve the limited access to healthy food options for the members of our community who reside in food deserts. The grant will help fund our community garden/school farmer's market. The grant will help purchase the materials used to build our raised garden beds, outdoor greenhouse, hydroponic growing systems, and the variety of vegetable/fruit and other plants that the students will germinate, cultivate, harvest, and supply the community. We have the need, we have the students, and we have the ability to change lives. Now, we need the funds to get this off of the ground.

### **Eastridge Elementary School**

Rachel Strayhall

#### *Everyday Speech Intervention*

We, (myself and the school social worker, Joo Cha), want to create a calming room. A Calming Room is a supportive therapeutic environment which helps students in their self calming efforts by providing them with an environment of relaxation. It is a designated place designed to calm the senses where the student can experience calming visual, auditory, and tactile stimuli. When students are dysregulated, they are not able to utilize their prefrontal cortex. Calm down rooms are designed and furnished to provide an area with minimal stimuli and access to mindfulness activities that will help students regulate themselves and access executive functioning skills.

### **Eastridge Elementary School**

Lakendra Hinds

#### *Mission Nutrition*

Nutrition is such an important factor in student success. When students start their day off with food that has a high nutritional value, they are able to be focused and engaged throughout the day.

In many cases, our students are not eating the best foods either because of a lack of access or knowledge. With Mission Nutrition, I hope to address both of these needs. I want to provide students with familiar and new fruits, vegetables, and other healthy foods. I would also like to talk about how these foods will give them the fuel they need to be success at school. In addition, I would like to send home some recipes that students came make with their families and seeds to start growing some vegetables at home.

### **Eastridge Elementary School**

Elissa Friedman

*Relationship Building through Games and Movement*

Through this grant opportunity, about 300 students at Eastridge will be given the opportunity to build relationships and practice social skills with peers through cooperative games. Students will learn how to play various indoor and outdoor games to strengthen bonds with peers, get more physical movement and build confidence in social situations.

### **Eastridge Elementary School**

Mary Anderson

*Screenless Coding*

Post-pandemic, gone are the days when educators and parents feel the desire to promote screen time. Even when we understand how valuable teaching coding and computational thinking are, it has become increasingly undesirable to teach via the dreaded screen. With the Sphero Indi class pack, we can provide an unplugged educational experience in coding, computational thinking, and artistic creativity, tapping into both right and left sides of our students' developing brains without being married to a screen!

### **Endeavor Academy**

Jaime Endlich

*Equity Library- Year 2*

In our continuing effort to promote an educational environment that fosters equitable opportunities for ALL students and stake holders, I would like to continue to build our campus' Equity Library, books that focus on the stories and observations of people from many diverse lived experiences, as well as some academic texts that address equity and social justice topics. These books would be available, free of charge, to faculty, students, and staff at Endeavor so we might encourage more people to engage in conversations that help us all learn how to be advocates and allies for one another.

### **Endeavor Academy**

Nathan Konyndyk

*Frisbee Leadership*

Frisbee Leadership is about building an awesome outdoor 9 basket frisbee golf course. This course will be built and designed by the Endeavor community. The course will allow all students an opportunity to enjoy a simple, yet physically and mentally enjoyable experience in the existing outdoor space.

### **Falcon Creek Middle School**

Kirk Wahlborg

### *Educator Initiative*

Two Turncrafter Commander 10 in. Variable Speed Midi Lathe. This is a machine that rotates wood and uses a chisel to form the wood into the desired shape. This model is beneficial to kids because the speed can be adjusted easily, going between chiseling and sanding speeds.

### **Falcon Creek Middle School**

Robin Lopez

#### *FUNN (Falcon Upfront News Network) Broadcast*

The Falcon Upfront News Network (FUNN) project will provide students with the opportunity to produce a Morning News Program for the students and staff of Falcon Creek Middle School. Students will write, anchor, film and edit the Morning News using organizational skills, leadership skills, technology skills and creativity. Students will use high quality broadcast technology and equipment using professional camera equipment, lighting equipment, audio equipment and editing software. FUNN is an innovative project that creates real-world experiences for our students.

### **Falcon Creek Middle School**

Rebecca Tessarolo

#### *Innovation Center's New Equitable Outlook*

A few years ago we renovated our library into an Innovation Center. However, the previous design team didn't consider the direct-instruction component when it comes to teaching in the Innovation Center. We currently have 1 projector teachers can use, but with a class of 30, or a staff of 60, we're unable to equitably support each participant in the learning environment. With out amazing building engineer moving one of our screens, we cross our fingers to purchase and mount a projector to provide multiple viewing points for the Innovation Center Classroom.

### **Falcon Creek Middle School**

Rebecca Tessarolo

#### *VEXploring more Robots!*

In middle school, our Robotics elective offers differentiated robotics units for 6th-8th grade students. We strive to encourage students from all backgrounds, genders, and interests to explore robotics as we integrate the development and practice of professional skills like problem solving, computational thinking, communicating, and innovating throughout each unit. To support and further differentiate the robotics class, we're hoping to acquire more VEX Robots to give students a more personalized robotics experience using their own VEX Robot.

### **Fox Hollow Elementary School**

Jennifer Sevy

#### *Create a Creature*

During Art and STEM Specials classes, students will design a creature that contains features of several different animals and make a 3D model of it using sculptural techniques out of simple, recyclable materials. Then, they will add robotic components using Hummingbird Bits and program their new animal to move, light up, and make sounds.

### **Fox Hollow Elementary School**

Lauryn Zeman

#### *Create A Creature*

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### **Fox Hollow Elementary School**

Felice Beaulieu

*iPad for an Inclusive Classroom*

To enable non-speaking students the ability to communicate with their general education peers by means of using iPads. iPads and tablets facilitate learning in a host of different ways courtesy of interactive apps that allow instant feedback. This allows educators to support traditional learning with apps that further instill numeracy and literacy skills through gamified education.

### **Fox Hollow Elementary School**

Dana Grachek

*Theremin Time*

Our students will be using Theremin Electronics Kits to build the theremin instrument with a focus on creating expressive compositions. The theremin is a unique instrument that is played by moving your hands through the frequencies emitted by the two metal coils. The result is a Sci-Fi sounding instrument that allows students the freedom to convey an emotion without the constraints of traditional instruments. This project will help students express the emotional side of their learning beyond the technical side.

Inspiration video: <https://www.youtube.com/watch?v=K6KbEnGnymk>

### **Fox Ridge Middle School**

Philip Breiding

*Technology Innovation Grant*

At Fox Ridge Middle School, we want to integrate technology into our everyday science classrooms. This grant will allow us to purchase three Vernier LabQuest 3 Interfaces to use with our Vernier probes. Students will perform fun, innovative laboratory experiments using light sensors, temperature probes, motion sensors, and more!

### **Fox Ridge Middle School**

Daniel Ambruso

*Technology Innovation Grant*

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### **Fox Ridge Middle School**

Jessica Price

*Technology Innovation Grant*

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**Fox Ridge Middle School**

Sarah Stocking

*Technology Innovation Grant*

At Fox Ridge Middle School, we want to integrate technology into our everyday science classrooms. This grant will allow us to purchase the PocketLab G-force Bundle. Students will learn about physical science concepts in a fun and engaging way.

**Fox Ridge Middle School**

Michael Kampling

*Technology Innovation Grant*

At Fox Ridge Middle School, we want to integrate technology into our everyday science classrooms. This grant will allow us to purchase the PocketLab Physics Bundle. Students will perform fun, innovative laboratory experiments using light sensors, temperature probes, motion sensors, and more!

**Grandview High School**

Skylar Ely

*Screw It*

Who doesn't love hands on learning? Tell a kid about a drill and they will someday use it. Give a kid a drill and they will build the world. By implementing a set of battery-operated impact drivers and drills, students will get a hands-on opportunity to apply their construction principles of theatre design and carpentry. Not being limited to theatre curriculum, students will gain hands-on experience with pre-drilling, selection and implementation of correct drill bits, and successful driving of screws in various sizes of wood. After learning the basics of each device, students will construct platforms and flats (theatrical walls) that are commonly found on stage, movie, and television sets.

**Heritage Elementary School**

Nicole Wilson

*Gelli Plate Printing*

I am submitting a grant for Gelli Plate Printing. Gelli Printing is a reusable gelatin plate that enables students to easily create prints. Students can apply paint on the gelli surface, spread it out with a brayer, then a variety of stencils, leaves, or other textured materials to make a print on paper or fabric. Gelli prints would introduce students to a new mode of creating art and use a unique, engaging material.

**Heritage Elementary School**

Jane Hutchinson

*Restorative Justice*

As PBIS chair people, we are seeking a grant of \$1,162.50 to fund the cost of a restorative justice staff developer, Jen Gallegos of R.J. Solutions., as well as P.D. books for staff to read. Jen Gallegos will join some of our PBIS committee meetings and staff meetings to assist in furthering our knowledge of restorative justice practices at grade levels K-5.

**High Plains Elementary School**

Kathryn Baker, Malinda Groves

*Book Room Refresh*

Our main goal is to update our High Plains Book Room to feature relevant, engaging, diverse, and high-interest book sets that will help to foster a love of reading in our students.

By updating the book room, we will increase the availability of texts for teachers and students to use

within their classrooms. We want to focus on building our instructional capacity to engage and build a community of readers at all levels. We plan to incorporate a technology component via Schoology that would allow for all teachers to have access to two categories of resources connected to the updated texts in the shared book room:

1. Teacher ideas, lessons, and strategies: These resources would include support for literature circles, book clubs, response to intervention groups, and Tier 1, Tier 2, and Tier 3 resources.
2. Student created materials about books: book talks, podcasts, book trailers, and book reviews.

### **Holly Ridge Elementary School**

Kelly Murillo

#### *Brain Targeted Teaching for ILC*

This grant from the Cherry Creek School Foundation will be supporting Cherry Creeks severe and proudly impacted students with disabilities in kindergarten to 2nd grade. The resources and supplies will be used to provide all ILC students with an opportunity to grow and access curriculum through a multi-sensory methods and support students with neurobiological differences. The resources, curriculum and materials purchased through this grant will provide children identified with disabilities the ability to grow and explore their world in ways that have not previously been available.

### **Holly Ridge Elementary School**

Amy Armatas

#### *Fun With the Fish*

Fun With the Fish will be an all-kindergarten field trip. As a culmination to our Life Science unit, Animals Two by Two, students will be able to see fish and other aquatic life on a broad scale at the Aquarium. They will also make full scale observations of aquatic habitats and what underwater creatures need to survive.

### **Holly Ridge Elementary School**

Katie Corwin

#### *Materials and Supplies for Holly Ridge's 1st Grade ILC Classroom*

The Holly Ridge ILC Program has grown over the years, and currently has three classrooms and 16 students. As the program has grown and classrooms have been added, supplies were divided among the rooms. This grant will help us enrich the lives of our ILC students and work to meet their needs in regards to development, safety, and interest. We will be purchasing a wide variety of classroom items including sensory support items, fine and gross motor supports, a vacuum and cleaning supplies, and developmentally appropriate games, toys, and books.

### **Holly Ridge Elementary School**

Joanna Hass

#### *Materials and Supplies for Holly Ridge's Kindergarten ILC Classroom*

The Holly Ridge ILC Program has grown over the years, and currently has three classrooms and 17 students. As the program has grown and classrooms have been added, supplies were divided among the rooms. This grant will help us enrich the lives of our ILC students and work to meet their needs in regards to development, safety, and interest. We will be purchasing a wide variety of classroom items including sensory support items, fine and gross motor supports, a vacuum and cleaning supplies, and developmentally appropriate games, toys, and books.

### **Holly Ridge Elementary School**

Karen Hampel

### *Rainy Day Recess*

Here at the Hollys, we prioritize meeting the diverse needs of our students. We have focused a lot of time and effort on our academic and social-emotional programs and supports over the years. However, last year, we realized that our indoor recess plans had gotten a little rusty. Our School Wide Reform Team decided this was the year to come up with a plan for both schools that made the structure and choices of indoor recess more predictable and more responsive to what our students need during that time. We plan to use the Cherry Creek Schools Foundation grant to help us achieve that goal.

### **Holly Ridge Elementary School**

Heather Veideman

#### *Smarter Intervention*

Holly Ridge Primary School Intervention team is seeking a comprehensive literacy intervention curriculum that follows the Science of Reading. The curriculum will target students in grades Kindergarten through 2nd grade and it must be a READ Act approved program as determined by the Colorado Department of Education. Currently our school does not have a comprehensive intervention curriculum based on the Science of Reading methods. We use one program to teach phonological awareness, one program to teach letters and sounds, another program to teach phonics, and we're scouring for reading passages online or buying them with our own money from sites like TeacherPayTeachers.com to support fluency and comprehension. When we are using various programs it is complicated by the fact, that each program has a separate assessment tool to go with it. Does this sound exhausting? It is! We spend countless hours planning and pulling together materials trying to craft the perfect lessons to meet the needs of all of our students only to feel like we're falling completely flat. We knew there had to be something better out there to serve our needs as educators and bolster students' learning. Enter Ascend Smarter Intervention Curriculum!

### **Holly Ridge Elementary School**

Jennifer Marsh

#### *Smarter Intervention*

Holly Ridge Primary School Intervention team is seeking a comprehensive literacy intervention curriculum that follows the Science of Reading. The curriculum will target students in grades Kindergarten through 2nd grade and it must be a READ Act approved program as determined by the Colorado Department of Education. Currently our school does not have a comprehensive intervention curriculum based on the Science of Reading methods. We use one program to teach phonological awareness, one program to teach letters and sounds, another program to teach phonics, and we're scouring for reading passages online or buying them with our own money from sites like TeacherPayTeachers.com to support fluency and comprehension. When we are using various programs it is complicated by the fact that each program has a separate assessment tool to go with it. Does this sound exhausting? It is! We spend countless hours planning and pulling together materials trying to craft the perfect lessons to meet the needs of all of our students only to feel like we're falling completely flat. We knew there had to be something better out there to serve our needs as educators and bolster students' learning. Enter Ascend Smarter Intervention Curriculum!

### **Horizon Middle School**

Ana Naranjo

#### *Astronomy Experience*

The astronomy experience will give students at Horizon an opportunity to view celestial objects afterschool with science teachers. Its primary purpose to reinforce the unit conducted in astronomy for 8th grade students during the earth and space unit but wanted to included students of other grades to



also enjoy the opportunity. After speaking with the principal, it was suggested it could also open up to families that could also enjoy the experience.

### **Horizon Middle School**

Crystal Jacob

#### *Innovative Theater Arts Class Lighting System*

Theater Arts Class Lighting System will give middle school students hands on experience of the technical side of theater arts.

### **Horizon Middle School**

Shyla Strickler

#### *Meaningful Museums*

The end of the year 6th grade social studies unit is all about museums! Students will be learning about exhibits, monuments, and historical sites. We will explore what makes artifacts meaningful and worthy of preservation. Also, we will look at voices and groups who are marginalized and often missing from the stories in museums. For the project, students will visit and tour a real museum. This will help them get ideas and understand how a museum educates visitors and displays collections. Then, students will design their own exhibits, gather artifacts, and construct a model museum to be viewed by the public.

### **Horizon Middle School**

Libby Ames

#### *Read to Succeed*

With my Read to Succeed project, I hope to build literacy skills by motivating students to read more frequently and by choice. To enjoy reading, students need to see themselves in the books they read and to connect with the issues presented, but this is difficult with outdated books. This grant would provide students with diverse books that deal with current issues and interests for the Horizon library. This would provide equity and engagement for all Horizon students, making reading a more enjoyable and inclusive experience.

I would also like to provide a comfortable environment for students to read and connect. Funds not spent on books would be used to purchase flexible seating that encourages students to read, connect, and learn while in the library together. Having a place for students to gather comfortably and learn would enhance engagement and help build relationships.

### **Horizon Middle School**

Beth Bednorz

#### *Whole Wellbeing Learning Initiative*

The Whole Wellbeing Learning Initiative is a project-based learning strategy intended for learners at Horizon Community Middle School who would benefit from additional opportunities to demonstrate and further develop their strengths in their academic world. Students will learn valuable skills while engaging in lessons and hands-on learning activities such as: exploring interests and uncovering hidden strengths/talents; solving problems with peers and discovering innovative ways to plan; executing a design cycle from conception to presentation; expressing themselves through a creative endeavor (e.g. art, woodworking, craft design, writing, sewing, scrapbooking); and sharing their creation with others.

### **Independence Elementary School**

Kathryn Haessner

#### *Fun with Fabrics*

When asking students what they believe art to be, they think of paint or markers or ink. When I ask them why an artist might paint or sculpt, they answer with, "because it's fun". They believe methods of ceramics, printmaking, sculpting, and drawing are the main ways to produce artwork. When I asked them about sewing as an art form, they looked at me with a blank face. Fabrics and textiles is a form of art that's not just visually pleasing but a functional skill that students will benefit from learning. Every culture around the world uses some form of textile whether it's sewing, weaving, embroidering, quilting, etc. In their textile art, you see years of cultures and traditions passed down from artist to artist. Through this grant, students are going to tackle the skill of fabrics while also learning how different cultures around the world incorporate their traditions into their designs and techniques. Each grade will take on a textile project in which they will practice their fine motor skills, build confidence in a new functional skill, learn patience and persistence, and build their creativity in a new area of art. This skill can be turned into a hobby they will take home with them to build further on or, at least, this project will become a memory of a time they really enjoyed learning a new skill.

### **Independence Elementary School**

Laura Mitchell

*YELL Club Year 2*

YELL (Youth Equity Learners and Leaders) is an afterschool club for 3rd-5th graders. YELL is an established program currently being used by other schools in our district. This will be the second year we are running YELL at Independence Elementary School. This program will give students an opportunity to explore cultural and racial backgrounds and have courageous conversations about direct experiences. We will provide a safe space to engage in thinking, listening, and discussion about equity and cultural diversity topics. This group will also highlight and celebrate our students' many cultures and languages.

### **Indian Ridge Elementary School**

Rose Hildebrandt

*Emotional regulation space grant*

Emotional regulation is critical for all students. The office team would like to use this grant to create a safe space for students away from public view in the main office, where they can refocus and get back to learning. Students' anger/sadness is often amplified when they are brought to the office because it is seen as a punishment rather than a safe space for them to calm down.

### **Indian Ridge Elementary School**

Staci Day

*Pathways to Success*

Students are increasingly in need of a physical outlet for their energy and emotions. Installing sensory pathways in the school hallways allows for students to be able to get some of that movement while they are on the move in the building. Sensory pathways don't just help students with the wiggles, it also helps students to develop motor skills and balance while also engaging the brain with academic content. Adding sensory pathways to our school hallways will benefit all students in physical as well as academic ways.

### **Indian Ridge Elementary School**

Sara Cutbirth

*Walk a Mile Book Collection: Building Empathy Through Picture Books*

The Walk-a-Mile series is a collection of picture books that take students on a journey through different lived experiences and build community in our classrooms. The texts are stories with characters from a variety of backgrounds including diversity of: religion, culture, gender, race, and family structures. Our

goal is that these books help students not only learn and connect to the people around them but to also see themselves reflected.

### **Indian Ridge Elementary School**

Taylor Whitley

*Walk-a-Mile Book Collection: Building Empathy Through Picture Books*

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### **Infinity Middle School**

Jacquelyn Agliata

*7th Grade Texts*

At Infinity Middle School, one of our primary focuses for developing curriculum is to find novels that are centered around spotlighting all voices and perspectives. We are submitting this grant in hopes of adding graphic novels to our unit 3: Who is The Other? In this unit, students will learn about the civil rights movement, specifically Brown VS. Board and segregation. This grant will allow us to introduce students to a meaningful series of texts, which will help deepen their learning experience overall.

### **Infinity Middle School**

Rory Culhane

*7th Grade Texts*

At Infinity Middle School, one of our primary focuses for developing curriculum is to find novels that are centered around spotlighting all voices and perspectives. We are submitting this grant in hopes of adding graphic novels to our unit 3: Who is The Other? In this unit, students will learn about the civil rights movement, specifically Brown VS. Board and Segregation. This grant will allow us to introduce students to a meaningful series of text which will help deepen their learning experience overall.

### **Infinity Middle School**

Jared Kelly

*Multicultural Book Club*

At Infinity Middle School, one of our primary focuses for developing curriculum is to find novels that are centered around spotlighting all voices and perspectives. We are submitting this grant in hopes of adding novels to our Unit: Multicultural Book Club In this unit, students will learn about unlearning their own biases, and recognizing their individual purpose and position in the world.

### **Infinity Middle School**

Stephanie Bang

*Multicultural Book Club*

At Infinity Middle School, one of our primary focuses for developing curriculum is to find novels that are centered around spotlighting all voices and perspectives. We are submitting this grant in hopes of adding novels to our Unit: Multicultural Book Club In this unit, students will learn about unlearning their own biases, and recognizing their individual purpose and position in the world.

**Infinity Middle School**

Amanda Edwards

*Multiple Perspectives*

At Infinity Middle School, one of our primary focuses for developing curriculum is to find novels that are centered around spotlighting all voices and perspectives. We are submitting this grant in hopes of adding novels to our units that are thematically focused on remarkability and new perspectives. In these units, students will use books as a window into the experiences of diverse cultures and perspectives.

**Infinity Middle School**

Julie Tacka

*Multiple Perspectives*

At Infinity Middle School, one of our primary focuses for developing curriculum is to find novels that are centered around spotlighting all voices and perspectives. We are submitting this grant in hopes of adding novels to our units that are thematically focused on remarkability and new perspectives. In these units, students will use books as a window into the experiences of diverse cultures and perspectives.

**Infinity Middle School**

Lizzy Kilimann

*Multiple Perspectives*

At Infinity Middle School, one of our primary focuses for developing curriculum is to find novels that are centered around spotlighting all voices and perspectives. We are submitting this grant in hopes of adding novels to our units that are thematically focused on remarkability and new perspectives. In these units, students will use books as a window into the experiences of diverse cultures and perspectives.

**Infinity Middle School**

Chloe Prochaska

*The Case for the Female Protagonist*

At Infinity Middle School, one of our primary focuses for developing curriculum is to find novels that are centered around spotlighting all voices and perspectives; namely, those who have been silenced or quieted in a broken world. We are submitting this grant in hopes of adding more female protagonists to our unit 4: Reading to Understand Racial Inequity & Bias. In this unit, students will learn about unlearning their own biases, and recognizing their individual purpose and position in the world.

**I-Team Ranch**

Dawn Jespersen

*Digital Photography*

I would like to begin teaching a digital photography class.

**Laredo Middle School**

Cindi Thompson

*EB Teachers' Club*

The EB Teachers' Club provides teachers with robust standards'-aligned ELA lessons that are the perfect balance between rigorous and engaging. The resources provided within the EB (Evidence-Based) Teachers' Club incorporate the standards that our students need to meet, focus on high-interest and

relevant topics, and teach writing, literary analysis and more through innovative strategies that are fun to put into practice.

### **Laredo Middle School**

Robin Mest

#### *Inclusive Experiences*

My goal is to provide fun, engaging, and inclusive experiences for students at Laredo Middle School through the creation of a Cafe and Restaurant. Through our partnership with the Unified PE and the Gift and Talented programs, we want to foster meaningful relationships throughout the school community where the ILC students can work with the general education students to run a cafe and restaurant. This project will strengthen essential life skills that will support our students' post-secondary goals. I was inspired to create a student-led business after taking an outing to a local pizza restaurant that employs people with disabilities. I want my students to have a growth mindset and believe in their abilities that they can have a pathway of purpose.

### **Laredo Middle School**

Elizabeth Anderson

#### *Laredo ILC Creations*

The Integrated Learning Center at Laredo Middle School aims to support our students to be successful after they leave the school system. To do that I strive to teach our students the life and job skills they will need to do a job they are passionate about. To achieve this I want to find creative ways to give my students job experiences that will help them when they start applying for jobs. One creative idea is to give my students the opportunity to create and design items to sell including t-shirts, jewelry, tea towels, bags, and stickers to fundraise for their classroom. By using a Cricut, the Cricut design program, and other design materials my students will be able to design items that encourage inclusion and acceptance. This being a classroom business means that my students will be able to practice inventory skills, marketing skills, customer service, money skills, and other job skills. With this grant, I will be able to purchase all of the items that are needed to start this business with my students.

### **Laredo Middle School**

Cynthia West

#### *Technology Innovation Grant*

At Laredo Middle School, we want to integrate technology into our everyday science classrooms. This grant will allow us to purchase the PocketLab Physics Bundle. Students will perform fun, innovative laboratory experiments using light sensors, temperature probes, motion sensors, and more!

### **Laredo Middle School**

Cheryl Remkus

#### *Technology Innovation Grant*

At Laredo Middle School, we want to integrate technology into our everyday science classrooms. This grant will allow us to purchase PocketLab Physics Bundle. Students will perform fun, innovative laboratory experiments using light sensors, temperature probes, motion sensors, and more!

### **Laredo Middle School**

Christine Dutell

#### *Technology Innovation Grant*

At Laredo Middle School, we want to integrate technology into our everyday science classrooms. This grant will allow us to purchase sensors and probes to use with our Vernier LabQuest Interfaces.

Students will perform fun, innovative laboratory experiments using light sensors, temperature probes, motion sensors, and more!

**Laredo Middle School**

Juliana Phillips

*Technology Innovation Grant*

At Laredo Middle School, we want to integrate technology into our everyday science classrooms. This grant will allow us to purchase sensors and probes to use with our Vernier LabQuest Interfaces.

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**Laredo Middle School**

Kaylee Oberlies

*Technology Innovation Grant*

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**Laredo Middle School**

Michael Prichard

*Technology Innovation Grant*

At Laredo Middle School, we want to integrate technology into our everyday science classrooms. This grant will allow us to purchase PocketLab Physics Bundle. Students will perform fun, innovative laboratory experiments using light sensors, temperature probes, motion sensors, and more!

**Laredo Middle School**

Nina Ambruso

*Technology Innovation Grant*

At Laredo Middle School, we want to integrate technology into our everyday science classrooms. This grant will allow us to purchase the PocketLab Physics Bundle. Students will perform fun, innovative laboratory experiments using light sensors, temperature probes, motion sensors, and more!

**Laredo Middle School**

Lindsey Lee

*Unified All Stars*

This year the Cherry Creek School District is starting a new Middle School Unified Sports Program for our unified athletes. Laredo has had a successful Unified PE program for the last 4 years and we are excited to get the opportunity to participate with other schools in the district. Laredo is lucky to have about 26 ILC students in this program as well as 30+ unified partners. With the help of this grant we could buy the appropriate equipment we need for class to practice for our competitions against the other CCSD middle schools. This equipment will then be used in future unified classes for many years to come.

**Liberty Middle School**

Mollie McCormick

*Eagles Bike Club*

Eagles Bike Club promotes physical activity, social opportunities, and fun for students with physical delays or physical disabilities. Students have the opportunity to participate in biking using strider style

bikes. The pedal free bikes provide the opportunity to safely participate in physical activity while improving their balance, endurance, and social skills.

### **Liberty Middle School**

Glenn Thompson

*Flocabulary for my classroom*

I would like to get a Flocabulary teacher account so I can engage students, cover the standards, and have a fun time learning.

### **Meadow Point Elementary School**

Kamrin Campbell

*Library Browsing Bins*

Meadow Point Elementary school is home to around 370 students and 80 staff. The library is submitting a grant request for \$1200 to purchase library browsing bins. Browsing bins are special shelves that allow books to be shelved and displayed with the front covers visible rather than the spine of a book. Having books displayed in this manner increases the visibility of front covers and the books are checked out much more frequently than if the book is displayed by the spine.

### **Meadow Point Elementary School**

Natalie Potter

*Sensory Play Space Materials*

Sensory-social learning through a play-based model builds relationships and positive learning experiences for children with Autism. The model leverages play, the very occupation of children, and explores everyday routines and sensory regulation opportunities while promoting social, communicative, and cognitive skills in Autistic children.

### **Meadow Point Elementary School**

Natalie Potter

*Social Emotional Learning for Universal Kindergarten Instruction*

The Kimochis Social Emotional Learning (SEL) program for elementary students is designed to facilitate universal SEL skills by giving children the language, expectations, and attitudes to understand, label, and manage their feelings. These skills promote a classroom culture of caring and respect for others, the ability to face challenges with resilience and bravery, and the understanding to make positive decisions that demonstrate responsible attitudes. Kimochis Curriculum is based on the five core competencies of CASEL (2003): Self awareness, self-management, social awareness, relationship skills, and responsible decision making. Kindergarten is a prime opportunity to introduce these competencies in a fun and relatable way through the Kimochi Curriculum and accompanying materials.

### **Mission Viejo Elementary School**

Cynthia Robles

*Photo Fun*

Having Cameras in the hands of 4th and 5th grade students will enable students to document their school year through their own eyes. The students will be able to learn photography skills and the producing the yearbook for our school.

### **Mission Viejo Elementary School**

Andrea Spurlock

*Social Emotional Learning for Kids*

Both my Social Worker and I are new to our building, which is a Title 1 school, and do not have much of a budget to be able to buy resources/curriculum to meet all our students unique learning needs. This grant would allow us to purchase items to make social emotional learning accessible to all our students no matter their walk of life.

**Mission Viejo Elementary School**

bryan moles

*Tangible iPad Interaction*

The grant will support students with visual impairments by enabling the implementation of data based interventions that use tangible representations to control and trigger digital interactions. The OSMO learning system requires participants to utilize the same discreet skills that students with visual impairments struggle with and for which traditional interventions are not as engaging. Through the integration of these systems across providers, students with visual disabilities can make improved progress towards Individualized Education Plan (IEP) goals and generalize their progress to other domains, improving reading skills, writing abilities, and visual efficacy.

**Mission Viejo Elementary School**

Kris Natale

*Ukuleles on a Mission*

'Ukuleles on a Mission will provide eighteen soprano 'ukuleles to be used as modern tools in a small ensemble setting connecting students with the current music choices while teaching musical concepts and modern band ensemble skills.

**Mountain Vista Elementary School**

Jennifer Meissner

*Putting Books in the Hands of Kids*

I have a few goals in mind with this project. The first is simply to put great books in the hands of our students. This grant would provide the 4th graders at my site with engaging novel studies. I recognize we have libraries and access to online bookshelves, but there is something so special about sharing a book as a whole class. Students love read-aloud stories, but when they have the opportunity to read and practice reading instruction in real time through a novel study, authentic learning takes place. In addition, I would like to ensure the books provided are diverse and engaging for our 4th grade student population. I want our students to see themselves positively represented in books that we read and envision through reading instruction. Currently, the book sets that we have in our classroom are minimal in quantity and do not adequately represent our students.

**Overland High School**

Kelly Jones-Wagy

*Center for Civic Education-We the People*

Students at Overland will be competing in the Colorado We the People Mock Congressional Hearing in December 2022. The Simulated Congressional Hearing provides students an opportunity to demonstrate their knowledge and understanding of constitutional principles and ideas demonstrating ability to evaluate, take, and defend positions on relevant historical and contemporary issues. The entire class, working in cooperative teams, prepares and presents four minute statements before a panel of community representatives acting as a congressional committee. All seniors enrolled in CE American



Government will be participating in an In-School Mock Congressional Hearing, the winning class will move on to the Division II State Competition in December.

### **Overland High School**

Jeni Korth

*Tete-a-Tete : Head-to-Head Speech and Debate*

With Overland's first speech and debate class in over a decade, we must rebuild! We need a fun and creative curriculum and space that will get our students whispering, talking, debating! This redesign offers alternative seating and curriculum allowing students the opportunity to "catch up" and spark excitement in debate

### **Overland High School**

Pamela Ford

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### **Peakview Elementary School**

Emma Cipriani

*Diverse Novel Study*

My mission is to bring diverse reading materials, at a variety of reading levels, to my group of diverse students. Students will be conducting multiple novel studies throughout the school year. I want to ensure that the books that I am providing them are diverse in culture, identity, race, and more. Students need to not only be able to see themselves within a novel but also learn about characters that may be different from themselves. Students will use skills that we have practiced in our reading class and apply them to a book that sparks their interest.

### **Pine Ridge Elementary School**

Jenny Bergner

*3D Printer for School Wide Curriculum*

At Pine Ridge Elementary, we are always working to expand our understanding and definition of technology. In the 21st century, it's easy to equate technology with electricity and electronics, but at Pine Ridge we are redefining technology as anything that makes the human environment easier to navigate or solves a problem. In this process, we are looking for problems in our building, homes and communities that could be improved upon! We are asking for a Grant for a new 3D Printer for our Technology Integrated Arts class! This will allow our students to think creativity around technology and be able to design and print real world solutions!

### **Polton Elementary School**

Brent Garcia-Bock

*Critical Thinking/ Problem Solving Games and Activities*

Gifted students love tasks with problems that involve the 4C's - Creativity, Critical Thinking, Collaboration and Communication. Games and activities that use skills such as deduction, spatial perception, not having clear answers, or have multiple outcomes. Gifted students can use this ambiguity to foster new perspectives and growth mindset. By exposing students to fun critical thinking games activities, they can develop thinking skills and have more enjoyment as the activities can match their

preferred thinking style. I am asking for games that help students solve problems and think ahead, strategy games that get students to manage time and resources, and aren't simple one-dimensional games that rely on luck or have no direct thinking connection that they can use during lunch, recess or after school. If I can get enough help, I would like to create a game" library" that perhaps they can check out to use with their families - rather than screen time.

### **Polton Elementary School**

Erinn Shea

#### *Educator Initiative Grant*

This grant will be used to buy materials for maker space bins. Embedding maker space bins and materials into the curriculum and standards will help students engage in iterative, creative, and critical thinking in order to ultimately develop a maker mindset.

### **Polton Elementary School**

Heidi Parkhurst

#### *Educator Initiative Grant*

Flocabulary is a multi-content area platform that incorporates hip hop music into a high level digital learning program. During the 2020-2021 school year, this program was made available for free to better source schools while working in a remote setting. It is now back to a paid service. The content is rich across all subject areas and has a deep library of lessons that span from K-12 grades. Due to the broad application of lessons, the entire school, and on a larger scale, the entire district, can benefit from the vocabulary, social studies, language arts, math, science, reading, and writing resources that this platform enhances.

### **Polton Elementary School**

Morgan Louie

#### *Empowering families to integrate literacy in the home*

Nationally representative data suggests that approximately 40% of children are never read to by their parents and 61% of low-income homes do not have age-appropriate books for their children. At the age of 5, children who have never been read to by a caregiver will have been exposed to 300,000 words fewer than their peers. (Logan, Justice, Yumus & Chaparro-Moreno, 2019). Reading with a young child provides a space for increased exposure to vocabulary, joint engagement with an adult, and fosters growth in pre-literacy skills giving children a strong foundation for learning once they enter kindergarten.

This grant will provide families with access to more age-appropriate books in the home and aid in generalization of what the children are learning at school to another environment. As an added layer, this grant will include dual-language books to support our culturally and linguistically diverse community in English language acquisition for the whole family and pre-literacy skills for the children. This will be achieved by purchasing multiple copies of each book. The book will be taught in the classroom for 1-2 weeks and will then be sent home for 1-2 weeks for the families to read together. After this time, the books will be sent back to the school to be read with the next group of students.

### **Polton Elementary School**

Lauren Wiegand

#### *Flocabulary*

Flocabulary is a multi-content area platform that incorporates hip hop music into a high level digital learning program. During the 2020-2021 school year, this program was made available for free to better

source schools while working in a remote setting. This year it is back to a paid service. The content is rich across all subject areas and has a deep library of lessons that span from K-12 grades. Due to the broad application of lessons, the entire school, and on a larger scale, the entire district, can benefit from the vocabulary, social studies, language arts, math, science, reading, and writing resources that this platform enhances.

### **Polton Elementary School**

Mark Mauricio

#### *Flocabulary Grant*

Flocabulary is a multi-content area platform that incorporates hip hop music into a high level digital learning program. During the 2020-2021 school year, this program was made available for free to better source schools while working in a remote setting. This year it is back to a paid service. The content is rich across all subject areas and has a deep library of lessons that span from K-12 grades. Due to the broad application of lessons, the entire school, and on a larger scale, the entire district, can benefit from the vocabulary, social studies, language arts, math, science, reading, and writing resources that this platform enhances.

### **Polton Elementary School**

Melissa Klemenz

#### *Independent Reading Level Assessment Foundational Skills Toolkits*

The Independent Reading Level Assessment Foundational Skills Toolkits are great ways to differentiate reading instruction and small group intervention. They target skills that students are already able to do and build upon those strengths when teaching new skills in literacy. These toolkits are sets of leveled books that align with our conferring assessment so that teachers have more resources to teach students. Each toolkit comes with books but also specific lessons and resources that teachers can use along with the books to target skills for students.

### **Polton Elementary School**

Megan Plouff

#### *Maker Space Bins*

This grant will be used to buy materials for maker space bins. Embedding maker space bins and materials into the curriculum and standards will help students engage in iterative, creative, and critical thinking in order to ultimately develop a maker mindset.

### **Polton Elementary School**

Meredith Schley

#### *Maker Space Bins*

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### **Polton Elementary School**

MarQueice Hopkins

#### *Osmo/Fire Tablets for Affective Needs*

The grant would allow the program to purchase Fire Tablets and Osmo programming for K-2 and 3-5 students; each receiving the appropriate age level materials. This grant is specific to the 3-5 students and will include Fire Tablets for ages 7-12 and Osmo Elementary Education materials to include: 6 Osmo Bases, 1 Teacher's Guide, 6 sets each of Words, Tangram, Numbers, Masterpiece, and Newton.

Students in the Behavior Development program are often unable to attend their general education classrooms. They sometimes miss instruction and the interactive parts of lessons and are left with worksheets or research-type activities with a lack of connection to peers and a loss of the 'fun' parts of learning. If students have an alternative that enables them to still connect with core concepts and activities, that will ensure they have access to learning and have meaningful engagement in educational materials.

### **Polton Elementary School**

Jen Smith

*Osmo/Fire Tablets for Behavior Development Program*

The grant would allow the program to purchase Fire Tablets and Osmo programming for K-2 and 3-5 students; each receiving the appropriate age level materials. This grant is specific to the K-2 students and will include Fire Tablets for ages 3-7 and Osmo Little Genius Mini classroom materials to include: 6 Osmo Bases, 1 Teacher's Guide, 6 sets each of Sticks and Rings to use with ABCs and Squiggle Magic, 6 sets of Costumes to use with Costumes and Stories, Masterpiece, and Newton.

Students in the Behavior Development program are often unable to attend their general education classrooms. They sometimes miss instruction and the interactive parts of lessons and are left with worksheets or research-type activities with a lack of connection to peers and a loss of the 'fun' parts of learning. If students have an alternative that enables them to still connect with core concepts and activities, that will ensure they have access to learning and have meaningful engagement in educational materials.

### **Polton Elementary School**

Cassandra Firebaugh-Short

*Polton Panther Pride (PBIS)*

At Polton Community Elementary we believe that all students deserve the best. Students need to access learning from a regulated, calm zone. This may not always be the case for some students who may experience moments of trauma from previous life experiences. Therefore, it is our job as educators to meet them where they are at and support each student who walks into our building. At Polton, we provide a "safe seat" for every classroom where students are able to take a small timed break, access fidgets and tools to help them regulate themselves but can still participate in their class if they so desire. This allows the student to stay in the classroom to hear instruction even if they are not completing assignments. Following a safe seat, when students struggle, they are given the option to go to a buddy classroom. This "buddy room" is typically another grade level teacher with a similar learning environment. Students who are not showing signs of improvement may then be taken to the Zen Den. This project would help us to provide items for teachers to provide more unified safe seats across grade levels. As well as differentiated seating for classrooms

### **Polton Elementary School**

Mary Derbish

*Slam Poetry and Self Expression*

Slam Poetry Celebration: students will work with an Aurora poet to create and present slam poetry to express their unique vision and voice. Our students have important things to say- let's listen.

### **Ponderosa Elementary School**

Molly Clarry

*Hands-on engineering with Keva Planks*

Keva planks give students hands-on engineering experience with gravity, balance, motion, and geometry. There are various entry points to support students at all levels as they learn how to use Keva planks, including cards to visually support students with building. There is no limit to what students can create using Keva planks!

**Ponderosa Elementary School**

Nicole deBree

*Instruments for Ponderosa*

Students will learn how to play ukulele and guitar. These instruments will develop advanced music skills that can last a lifetime. Students will be able to apply these skills as they continue their music education. These instruments will help students meet all four state music standards: Expression of music, Creation of music, Theory of music and Aesthetic of music.

**Prairie Middle School**

Kristen Miranda

*Art Installation Equipment*

Prairie Middle School has a growing art department with beautiful student artwork and no proper way to display the artwork.

**Prairie Middle School**

Katelyn Bradley

*Aurora's Poet Laureate Comes Home*

Diversity is our strength. That is Prairie's motto this year. With a student population that represents 70 countries and 40 languages, we are always trying to make sure our curriculum represents the diversity of our students. This year our 8th graders are reading *Brown Girl Dreaming*, a memoir written in poems by Jaqueline Woodson. As we were planning our unit, we learned that the city of Aurora named a new poet laureate. Prairie Middle School's 8th grade English teachers has invited Aurora's new Poet Laureate, Ahja Fox, to conduct a poetry workshop with our 508 8th grade students. Ahja Fox had agreed to write a poem specifically for Prairie as well as do a video mini lesson before coming in person. Then she will spend a day on our campus to present to every 8th grade language arts class. This experience will be particularly meaningful, as Ahja Fox is a former Prairie Middle School student.

Through this experience we hope to make the real world value of both reading and writing come to life. This opportunity will make our students feel unique in the way they share the Prairie bond with Aurora's new Poet Laureate, Ahja Fox. As a community our 8th grade will dig deep into their middle school experience as they interact with a Prairie alumni and fellow community member. Therefore, this activity will build engagement through relatability to the poet and motivation in the way students can see that reading and writing do matter in the real world.

**Prairie Middle School**

Jeanine Zinner

*Beyond Ordinary Printmaking*

Supplies for advanced, creative printmaking are scarce at Prairie Middle School. In order to delve deeper into the subject areas of intaglio, etching, monoprinting, screenprinting, and printing on gel plates, our art departments need quality (and a quantity of) supplies. This grant would impact students of socioeconomic, religious, racial, gendered, and skills and abilities diversity. As art teachers, we not only embrace diversity on all levels, we live it in our art methods, history, and production. In order to be

competitive in creativity and output across the district and the state, we need to provide our very diverse population with opportunity and supplies.

**Prairie Middle School**

Ashley Blackburn

*Efficient and Effective Assessments*

It takes a lot of time and effort special education teachers to assess students with disabilities or suspected disabilities during an evaluation process. Shifting to a digital assessment format, which requires the use of two iPads and an annual license for Q-interactive, would allow assessments to be administered more easily and scored more accurately. Our school has over 220 students on IEPs with an estimated 75 re-evaluations and a handful of initial evaluations in each grade every school year. This technology would allow special education teachers more time to work directly with students in the classroom and provide accurate and detailed information about a student's academic areas of concern in a timely manner.

**Prairie Middle School**

Serena Williams

*I am a Reader!*

One hundred percent of the students in my reading intervention class are identified as needing reading support going back to early elementary school. I am working diligently to help these students rewrite their own narratives as readers - that they are capable and that there are stories out there just for them! I want my students to experience a classroom that is literacy rich and that they feel excited about new book titles that are waiting just for them. I find myself intentionally communicating to my students that reading is a full body experience - one that requires us to read responsively, responsibly and compassionately. When we involve our whole body in our reading, then the books we give our time to become so much more meaningful. In preparation to teach this intervention class, I have done a lot of reading that supports that comprehension is strengthened when students read material that is of personal interest to them and are able to express their thinking/reactions, either in writing or verbally, so that is something that I build in to my class to help my students tap into what is happening in their heads and hearts while they read.

**Prairie Middle School**

Megan Schnicke

*Improving Reading Comprehension through Visualizing and Verbalizing Program*

The Nancibell Visualizing and Verbalizing for Language Comprehension and Thinking (V/V) is a reading comprehension program that aims to improve reading comprehension by developing the student's visualization skills. Many readers can read the words of a printed text, but they are not producing a mental image of the language they are reading, which negatively impacts their overall comprehension. The theoretical basis of the Visualizing and Verbalizing programs comes from Allan Paivio's Dual Coding Theory, which states that forming mental images improves higher-order thinking skills, such as inferencing, predicting, analyzing, and synthesizing. This program is designed to support readers of all ages and levels who have literacy deficits. For this grant, I am seeking financial support to become trained in this program to support my speech-language student's reading comprehension skills for years to come.

**Prairie Middle School**

Kristin Rizzatti

*Modeling Molecule Interactions*

Hands-on models help students construct and better understand the structure of atoms and how molecules move through phase changes and interact with other molecules to form compounds and mixtures.

### **Prairie Middle School**

Rachel Baumgartner

#### *Project Based Learning for Modern and Historical Mexico*

6th graders are inherently curious and eager to learn. Bringing in two projects, like in this unit, engages them by using their scientific, social, and historical thinking. In this unit we will have students work together to build their own mini version of floating gardens, known as Chinampas. These floating gardens are still used today in Mexico City. Students will explore how to build floating gardens and then test out their methods. We will conclude this unit by using the artwork of Diego Rivera to investigate art with history. We will be using a program created and hosted by the Museo de las Americas to view Diego Rivera's iconic murals and then collaborate to create our own mural about the lives of students today.

### **Prairie Middle School**

Chad Brown

#### *The Art and Science of Music*

"The Art and Science of Sound" is an interdisciplinary unit where students will learn about sound waves through science, music, and visual art. Students will:

1. Learn the concept of sound waves using sound samples (played and recorded by our music department colleagues and students) and boomwhackers.
2. Offer explanations and descriptions of soundwaves of the musical excerpts scientifically and mathematically.
3. In conjunction with our visual art department, create artwork by combining elements of the science of sound waves and music.

This unit will involve over 500 eighth-grade students and eight teachers working together to demonstrate how science, mathematics, music, and visual art are integrated and play a part in our everyday lives.

### **Red Hawk Ridge Elementary School**

Janna Remien

#### *Battle of the Books 2023*

Battle of the Books is a district wide opportunity for 4th and 5th graders to collectively read list of fifteen amazing, diverse and culturally relevant books. In groups of 5-6 they then participate in three rounds of College Bowl or Family Feud, type of question and answer format in which students' teams earn points by answering questions about the books on the book lists.

### **Red Hawk Ridge Elementary School**

Janna Remien

#### *Biography Bottles*

Each year 3rd grade students write informational texts in the form of biographies. The students choose a person to research, write about, and create a likeness of that person out of an empty water bottle and styrofoam head. In the past we have made these bottles interactive by hooking them up to Makey-Makey kits and having students participate in a gallery walk to observe other student's projects.

### **Red Hawk Ridge Elementary School**

Megan O'Doriso

*Brilliance and Bliss through Books*

The fulfilling of this grant would provide all students with access to various high interest, engaging, and diverse texts. At the beginning of the school year, I asked both students and parents to complete a Book Wish List for our classroom library. I was astounded at the myriad of results I received and wanted to ensure that the selection of books for students were not only reflective of personal interests, hobbies, passions, but also contributed to their love of reading. This grant would reinforce lifelong reading habits and allow for students to grow as learners through books.

**Red Hawk Ridge Elementary School**

Renee Baptiste

*Building a Strong Classroom Library!*

"Libraries store the energy that fuels imagination. They open up windows to the world and inspire us to explore and achieve" ~Sidney Sheldon. Third Grade is a year in which students are still learning to read but also become more acquainted to reading to learn. Oh, the many new reading strategies third graders will learn on their path to fourth grade. Since third graders love picture books and oftentimes gravitate solely toward them at beginning of the year, it will become more and more challenging as they progress closer to fourth grade to find them at the appropriate reading level. Because of this challenge, it is imperative that teachers build their libraries to incorporate picture books that build a bolder vocabulary. There have been many creative authors who have been able to create both fiction and non-fiction picture books that offer vocabulary centered around real-world ideas, social emotional well-being, cultural competence and mindfulness. Secondly, third grade is indeed a time for students to begin exploring what kind of chapter books can provide the same excitement as picture books through visual and descriptive language to foster imagination. Again, there are many brilliant authors who have successfully created chapter book series' that accomplish this very goal. Third graders should have an opportunity to dive into fun adventurous stories while meeting the challenge of reading chapter books. Throughout a child's third grade year, they should be able to build their confidence in reading chapter books, grow their reading level by learning new vocabulary and most importantly enjoy the experience of reading.

**Red Hawk Ridge Elementary School**

Robert Wright

*Classroom instruments*

We would like to purchase 6 class sets of early learning percussion instruments sets, and 14 bucket drumming sets. The percussion sets are so that primary students (k-2) are able to experiment and explore a wide variety of musical sounds with age appropriate instruments. The bucket drumming sets are for intermediate aged students (3-5) to perform higher level rhythmic activities on instruments similar to drum sets.

**Red Hawk Ridge Elementary School**

Darin Gunnett

*RHR 3D Creators*

"My goal is simple. I want to make something each day. Sometimes I make things. Sometimes I make a difference. On a good day, I get to do both." John Spencer

There are plenty of good days in my STEM class. I want to make a difference putting current tools in my student's hands so they can be prepared for 21st century jobs. Getting a new 3D printer can level the playing field for my students at Red Hawk Ridge.



### **Red Hawk Ridge Elementary School**

Addie Mair

*Severe Needs Curriculum*

I would like to provide my students with standards-based curriculum in reading, writing, math, social studies, and science. The program titled, Unique Learning Systems (ULS), provides this type of content for students with disabilities. ULS is differentiated across three levels, has multimodal opportunities, and provides relevant and functional ways for students with disabilities to access standards-based curriculum.

### **Rolling Hills Elementary School**

Lesley Taylor

*Build & Code Your Own Unique Robot*

The Hummingbird is a kit comprised of lights, motors, and sensors which allow students to build a personally meaningful robot out of ordinary craft/recycled materials. They are designed for students ages 10 and up. The Hummingbird Robotics Kit encourages open-ended, creative engineering and design projects.

Students collaborate to bring a robot to life by designing a sculpture, engineering the mechanical movement, and engaging in computer programming.

While Kindergarten-5th grade STEM (Science, Technology, Engineering, and Math) & Art classrooms have had many opportunities to create and use a variety of robots for students to explore coding concepts, we haven't explored the why behind the inner-workings of robotics.

Students will be able to create their own unique design, add on the electronics, then code their design to move or complete a task.

### **Rolling Hills Elementary School**

Naomi Meredith

*Build and Code Your Own Unique Robot*

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### **Rolling Hills Elementary School**

Wendy Hamilton

*document cameras primary*

The Hue Document Camera is a small, but mighty tool in the elementary space. Its sleek design allows teachers to extend their reach in and outside of the classroom.

By using this easy-to-use camera, teachers are able to model lessons in real-time for both students in and out of the classroom, record videos to document lessons, be mobile in the classroom to share student work with peers, connect to various devices, and communicate with families outside of the classroom.

### **Rolling Hills Elementary School**

Jill Rathbun

#### *Heart Rate Advocate*

Obesity affects 1 in 6 children in the United States. That's more than 12.7 million American children. Even before the pandemic, anxiety and depression were becoming more common among children and adolescents, increasing 27 percent from 2016 to 2019. By 2020, 5.6 million kids (9.2%) had been diagnosed with anxiety problems and 2.4 million (4.0%) had been diagnosed with depression. At Rolling Hills, we are working to get kids physically active and teaching our students strategies to help improve their social and emotional wellbeing. To help us reach this goal, we hope to purchase a class set of IHT Zone Spirit Heart Rate Monitors to allow children track their own MVPA (moderate to vigorous physical activity) in the gym and to provide a way to observe their heart rates during relaxation activities, teaching them to better manage stress. By using a heart monitor made for children, we aspire to teach kids how to use heart rate data for a lifetime of physical and mental health.

### **Rolling Hills Elementary School**

Kim Hunt

#### *Heart Rate Advocate*

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### **Rolling Hills Elementary School**

Lorraine Monroe

#### *Heart Rate Advocate*

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teaching them to better manage stress. By using a heart monitor made for children, we aspire to teach kids how to use heart rate data for a lifetime of physical and mental health.

### **Rolling Hills Elementary School**

Don Fairchild

#### *Orbas and Oddballs - inclusive music making*

Orbas, ODD Balls, digital drumsticks, and other innovative digital instruments will open up worlds of possibilities for students with unique learning needs. Music is for everyone, and these adaptive instruments and supports will bolster inclusive learning experiences to help all students feel successful making music.

### **Rolling Hills Elementary School**

Mike Ely

#### *Smart TV & Rolling Stand for ILC*

My ILC Classroom of 9 students is a small classroom with no Projector/Smartboard or TV. Currently, I am borrowing a TV on a rolling cart from our Library/Media Center, but it is used every week for staff meetings.. After discussing with CCSD Tech staff, they do not want to mount a projector in such a small room. My room also has two folding walls and cabinets or windows on the other two, so there is no wall to hang a smart board or screen. The tech staff has recommended a more practical and cheaper option: to get a Sony 55-inch TV, on a rolling cart with a ScreenBeam or AppleTV. I would like grant funding to purchase a TV, a rolling cart, and an Apple TV device.

### **Rolling Hills Elementary School**

Gretchen Lucas

#### *Sound Dampening Tiles to Improve Felt Safety*

As an occupational therapist, I work with students with sensory differences, especially when it comes to sound. While my room has a lot of positives, it, unfortunately, has cement walls that cause lots of noise to bounce around and distract and/or overwhelm my students. Environments with negative acoustics subject us to feelings of stress and fatigue and do not feel safe, especially for those already more sensory-sensitive. Being in between the gym and the music room obviously does not help this. The plain walls also feel a bit sterile rather than inviting and beautiful. So I would like to acquire sound-dampening felt tiles from Felt Right to place on the walls as dimensional wall art to help mitigate the issues with negative acoustics. Felt Right tiles are customizable so I can bring color, warmth, and coziness to the space as well. As an added bonus for classroom organization, Felt Right tiles are designed for easy cleaning and they are durable enough to be pinned to display classroom art countless times.

### **Sagebrush Elementary School**

Kalen Crane

#### *A Little Spot of SEL*

A Little Spot of Social Emotional Learning in Second Grade

### **Sagebrush Elementary School**

Shannon Shearer

#### *Teaching Social Skills through Theatre*

Mirror Image Arts, and outside organization committed to teaching social emotional skills like conflict resolution, emotional regulation, and peer to peer connection through theatre and acting, teaches our 5th grade students not only how to be themselves, but how to be the best version of themselves, while bringing this out in others. The "Use Your Voice" program will run for 18 weeks, 1 hour a week, to

instruct our 5th students here at Sagebrush Elementary School on how to use their voice to stand up for themselves, others, and for equity and justice for all humans in all settings.

### **Sky Vista Middle School**

Jonathan Kotz

#### *Classroom Library - 6th Grade*

I am seeking funds to provide a robust, diverse and engaging classroom library for my 6th-grade students. This library will provide a means for students to practice the skills taught through a library that has been carefully curated to reflect the specific skills taught in class, the diversity of their world, and at their individual reading level.

### **Sky Vista Middle School**

Molli Harper

#### *Community Based Instruction*

At Sky Vista, we house one of the two center-based middle school Autism programs. Our program includes community-based learning twice a week where students are able to generalize and increase independence with their life skills (i.e. leisure, daily living, communication, and social) outside of the school environment in a variety of settings. With these funds from the Cherry Creek Schools Foundation, we can provide a variety of experiences for our students to practice these essential life skills to help students make meaning of the world around them. Students in the program participate in twice-weekly outings which include but are not limited to going to the grocery store, movie theater, restaurants, bowling, and other activities. These community-based outings help to foster communication and social skill development, expand leisure skills, and allow students to increase their independence with activities of daily living. Additionally, our students operate a coffee cart where they take staff orders for beverages and pastries. This school-based program operates once a month. Students practice their money, communication, and collaboration skills. This gives them the opportunity to practice vocational skills.

### **Sky Vista Middle School**

Michele Hagen

#### *Educator Initiative*

Our team would like to provide community-based programming for our students in the 2022-2023 school year. This plan would affect approximately 17 students across two ILC classrooms at Sky Vista Middle School. Giving our students this opportunity, would allow our students to practice communication and independent living skills in a practical setting. Providing rich community experiences will enable students to encounter more natural learning, that may prompt deeper thinking and problem solving. In these unstructured settings, students will be taught skills needed to adapt in society. This is a more authentic and meaningful method of learning and is vital to our students with special needs as they get older and are required to navigate life independently.

### **Sky Vista Middle School**

Rochelle Loob

#### *Educator Initiative Grant*

This Grant project will allow us to create a coffee cart for our ILC students to run. They will have the opportunity to make beverages and food customers (staff) that place orders. They will be able to experience every part of owning/running a business from keeping track of and counting money, managing inventory and purchasing, to serving and communicating with customers and surveying customers in order to decide how to best serve the customers and meet their needs.

**Sky Vista Middle School**

Katelyn Curran

*Ethical Frog Dissection*

Every year, 6th graders dissect frogs. This activity evokes an excitement for science, but it comes at a cost.

Over 10 million animals are killed every year for dissections, and most are not killed humanely. This statistic, found on [peta.org](http://peta.org), is devastating. Dissecting organisms is an unethical and unnecessary practice, especially at such a young age. I would like to continue to encourage my students' enthusiasm for science, but in a way that is cruelty-free and provides multiple learning experiences. This can be done through the purchase of replacement organ pucks for synthetic frogs!

Two years ago I started a project and ended up receiving enough synthetic frogs for my students to use. Myself and my students were so grateful! Students can dissect these frogs year after year without exposure to chemicals and while protecting and valuing animal life. They are so life-like, it's incredible. With the purchase of the replacement organ pucks, we can continue to use these amazing tools. The synthetic frogs are made to mimic what a frog would look like if it was still alive; a much better way to observe and learn than the dead alternatives.

Thank you for taking the time to read about our project. I am very passionate about the ethical treatment of animals and providing a meaningful, well-rounded education for my students. The impact this project can have is quite significant. By donating, you are giving ALL students the ability to safely learn, while maintaining respect and compassion for animals.

**Sky Vista Middle School**

Meredith Collins

*Extended Core Language Arts*

Eighth graders are an interesting group of students--longing to be grown, but still those little kids at heart. This grant project will provide them the opportunity to interact and collaborate with one another in a fun, engaging way in an Extended Core Language Arts class, which accesses the LA content in an innovative way. This grant will provide the needed materials for my 100+ students this year and for years to come!

**Sky Vista Middle School**

Ashley Cook

*Robotics for Everyone*

The Robots for Everyone grant project is designed to meet the diverse needs of learners in the middle school robotics classroom. The grant's purpose is to bring multiple types of new robots for students to use. The robots students are the Cue Robot and The Lego Spike Prime Robot. The different types of robots will meet the needs of my learners that need more support as well as my students that are more advanced in robotics and need a challenge.

**Smoky Hill High School**

Kyle Harmon

*At the Heart of the Picture*

Smoky Hill High School is a mosaic of cultures, languages, filled with color and textures. This grant project, "At the Heart of the Picture", captures through photographs discrete stories all linked to form a larger narrative of families and possibilities told through the lens of the Class of 2023.

### **Smoky Hill High School**

Megan Beach

*Exciting, Engaging Texts for High Schoolers*

The best way for students to improve reading skills is to read more, and the best way for students to read more is for them to actually enjoy what they are reading. Too often, independent reading is something students (especially high schoolers) have decided they hate before they even enter their English classroom. It takes a wide variety of books until a reluctant reader finally lands on "the book" - the text they discover they can actually enjoy.

Independent reading leads to increased volume of reading, which we know is absolutely essential for students to improve their skills across the board (see the National Council for Teachers of English's Statement on Independent Reading for more information on this). Any and all reading counts: graphic novels, books in one's native language, rereading an old favorite. Anything that increases the volume of reading is good. To this end, I have realized that students are most likely to read a book if it is readily accessible, and nowhere is as accessible as our classroom library. I want our library to be stocked with texts that students LOVE. Students deserve stories written about and by people with similar lived experiences as them! Many multi-lingual students crave books written in their first language. Many reluctant readers hate reading until they find a book that reflects their own lived experience, or a book that opens them up to brand new experiences. The most avid readers want LOTS of books across LOTS of genres. Regardless of their background with reading, every student deserves a classroom library that serves and engages them.

### **Smoky Hill High School**

Joshua A Teplitzky

*ILC Cafe' Creations*

Ceramics and Sculpture at Smoky Hill High School will work with the Special Ed dept and ILC students to create custom ceramic mugs to sell in the new ILC Cafe'.

### **Smoky Hill High School**

Carol Schuman

*Intervention Program*

Bufs Teaching Bufs is an innovative intervention program designed to increase student achievement in English and mathematics. This peer tutoring program provides students with an equitable learning environment grounded in positive relationships, a growth mindset, and rigorous engagement for their whole well-being. By fostering a "for students by students" mentorship model, we hope to create academic accessibility during the school day with an option for mobility as the program expands and evolves. To do so, we are applying for learner-equitable furniture and fidget toys to differentiate learning preferences. We are also requesting teaching and learning resources to enhance the tutoring experience with "resource toolkits" that include calculators, backpacks, professional books, and interactive technology programs such as Socrative, Class Craft, and Nearpod. Students will benefit from a tailored space that supports an academic growth mindset and enhances leadership and social skills.

### **Smoky Hill High School**

Ashley Kourey

#### *Reviving the Smoky Hill Greenhouse*

There's a secret treasure inside Smoky Hill High School - a large greenhouse space! Unfortunately, it's become another victim of the COVID-19 pandemic, relegated to the storage of supplies like gloves, face shields, and hand sanitizer. The plants that were planted in the spring of 2020 are still withered in their pots, and a mural started by Smoky art students sits unfinished. However, a dedicated group of students have made it their mission to revive the greenhouse. The new iteration of the Greenhouse Club envisions a space where Smoky students can come to learn about where their food comes from and how to grow their own, where science classes can conduct plant experiments, and where they can grow produce to donate back to our community.

### **Summit Elementary School**

Erin DunbarJohnson

#### *Morning STEM Bins*

Morning STEM bins consist of STEM tools such as engineering manipulatives to help students create, invent, and to solve problems using real world challenges. Morning STEM Bins will help our students start their day in a positive way and create a positive and welcoming classroom community from the moment they come to school.

The pandemic made socializing and playing with friends in-person a foreign concept for many of our students and this year our hope is to bring back play and collaboration in new and exciting ways. Many of our students suffer from anxiety about coming to school because they have spent the last year or two at home, online learning. The materials we are requesting consist of STEM tools such as engineering manipulatives to help students create, invent, and to solve problems using real world challenges. Our students will arrive everyday and after unpacking, get to explore the materials in the tub and play with a classmate or two. We are positive that these morning tub materials will help our students start their day in a positive way as well as to help create our positive and welcoming classroom community from the moment they come to school.

### **Summit Elementary School**

Michelle Koch

#### *Morning Stem Bins*

Morning STEM bins consist of STEM tools such as engineering manipulatives to help students create, invent, and to solve problems using real world challenges. Morning STEM Bins will help our students start their day in a positive way and create a positive and welcoming classroom community from the moment they come to school.

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**Summit Elementary School**

Luis Cavallo

***MUSIC EQUIPMENT***

THIS PROJECT INVOLVES SUPPLYING EQUIPMENT FOR STUDENTS IN TWO DIFFERENT CHERRY SCHOOLS, SUNRISE AND SUMMIT ELEMENTARY.

I WILL BE ASKING FOR 20 UKULELES AND 12 GUITARS.

**Summit Elementary School**

Amy Okimoto

***PEACE PATHS***

Students at Summit will have the opportunity to build social emotional skills and promote collaborative problem solving skills by utilizing Peace Paths. The Peace Path is a conflict-resolution tool that helps students come up with 3rd Alternative solutions themselves; it offers insightful steps that shift the focus back to student empowerment by using basic problem-solving principles.

**Sunrise Elementary School**

Kathleen Stuart

***Sensory Tools to Support Emotional Regulation and Social Skills***

Our grant project will be used to increase the mind-body connection of our elementary school students. Increasing this connection will help them identify what is happening in their minds and bodies when they are dysregulated which will help them identify strategies to return to regulation

**Sunrise Elementary School**

Sandra Ramirez

***Sunrise In The 21st Century***

Sunrise's STEM program aims to use STEM and robotics devices to introduce hands-on project-based learning through the application of real-world problem-solving. Students will learn and integrate computer science skills with the engineering design process to build and compute several modern-day challenges in alignment with academic standards.

**Sunrise Elementary School**

Sandra Ramirez

***Sunrise In the 21st Century Part II***

Sunrise's STEM program aims to use STEM and robotics devices to introduce hands-on project-based learning through the application of real-world problem-solving. Students will learn and integrate computer science skills with the engineering design process to build and compute several modern-day challenges in alignment with academic standards. Through the use of LEGO Spike kits, students will be able to explore endless opportunities and unleash their creativity.

**Sunrise Elementary School**

Alison Smith

***Walking in my Shoes Project***

The "Walking in my Shoes" Project is an opportunity for fifth grade students at both Sunrise and Summit Elementary School to design a custom pair of sneakers that represents themselves, their community, and/or their life journey. Students will get to explore various roles within the shoe industry, including research, budgeting, design, testing, and advertising. At the end of the extended project, the shoes will be displayed in the building and student advertisements for their shoes will be shared with the community. After the project is completed, students will get to keep their shoes. This project will give



this year's fifth grade students an opportunity to connect with professions in the art world that are of interest to them and learn tangible employable skills.

### **Thunder Ridge Middle School**

Tracy Docksey

#### *Classroom Library*

The purpose of a classroom library is to provide students with opportunities to experience a wide range of reading material. The material should be challenging and engaging for students. Because students may often find themselves with a little extra time during class or limited amount of time to go to the library, a classroom library provides students with quick easy access to more books.

### **Trails West Elementary School**

Charles Kastens

#### *K-Ville Builds Heads (to Trails) West!*

After 24 years in the classroom, this past summer I accepted a job as the Gifted Learning Teacher at Trails West Elementary. In my new role I have the opportunity to work with a wide range of students across multiple grades. This opportunity enables me to bring K-Ville Builds to different grade levels, teaching students a variety of skills while they are in 4th and 5th grades.

My long-term goal is to create a systematic three-year plan in which I teach students to use tools starting in 3rd grade, culminating with 5th graders engaging in a Legacy Project.

### **Trails West Elementary School**

Renee Goree

#### *Nine Square Innovations*

The Nine Square Innovation Project will be used to ignite the minds and bodies of all 3rd through 5th grade students, current and future, at Trails West Elementary. With the collaboration of our Nine Square Building Team (NSBT) consisting of the PE teacher, GT teacher, 5th grade students and our community volunteers, a strong and durable nine square game will be designed, built and utilized in PE for years to come.

### **Trails West Elementary School**

Jeanne Richins

#### *Set in Stone*

Set in Stone is a multi-lesson, multi-grade art experience that helps students experience rock art in new and exciting ways. First graders will discover how to create cave paintings on a simulated cave surface as they consider how and why art was created by prehistoric people. Fourth graders will develop a deeper understanding of prehistoric and Pre-Columbian archaeological sites as they create a personal symbol as a petroglyph and a pictograph on actual stone surfaces. This experience will enrich their understanding of the differences, purposes, and practical benefits of each method. Finally, fifth grade students will benefit from the collaborative sculptural and problem solving experience of creating the cave surfaces for their younger peers.

### **Trails West Elementary School**

Charles Kastens

#### *Trails West Weekly News Report*

Lights, camera, action! This grant project will consist of 4th and 5th grade students developing a weekly news report. Students will work in small group teams throughout the week to brainstorm, research,

write, film, edit, and publish a weekly video news report highlighting events, people, and community happenings.

**Village East Elementary School**

Ian Ostrowski

*Art Club & Show for Primary & Intermediate Grades at Village East Elementary*

My project is establishing an art club for Village East Elementary that will result in two different art shows for primary grades and intermediate.

**Village East Elementary School**

Michele McBride

*Coding Grant*

I would like to start a coding and programming club for students after school. I would like to use programs such as Bloxels and Scratch. While Scratch is free, Bloxels is not. I may also need to purchase iPads.

**Village East Elementary School**

Katherine Hoisington

*Creating a Kindergarten Maker-space*

My "Creating a Kindergarten Maker-space" project focuses on developing the growth mindset in students in the Village East Learning Community. Kindergarten teachers will allow time, space, and materials for students to explore, examine, and investigate fun and engaging learning tools. This will be an important time for students to engage in a fun Maker-space environment that will include STEAM learning activities like magnetic blocks, interlocking gears, marble runs, dominoes, etc. The project would allow time for students on their own and in groups to play and learn with STEAM based materials. Our makerspace will be a place that provides creative time and space for students to gather to create, invent, tinker, explore and discover using a variety of tools and materials.

**Village East Elementary School**

Julie Bateman

*Diverse Books for Diverse Needs*

This year, I have the opportunity to teach literacy to two groups of fifth graders. They are incredibly diverse in their reading interests and ranges. My goal is to create a space in which all readers can see themselves reflected in books to develop their love of reading as well as their literacy skills.

**Village East Elementary School**

Karyn Knoblauch

*Elevating Student Leadership*

Village East is a Leader in Me school. Our Student Lighthouse Team is comprised of 20 3rd, 4th and 5th grade students. These students have a lofty list of things to do this year that will require many supplies.

**Village East Elementary School**

Jennifer Christiansen

*Growing Leaders through STEM*

My grant project, Growing Leaders through STEM, will provide my first grade students with enriching learning experiences through the use of Makerspace and utilizing STEM based inquiry. A Makerspace is a collaborative space where students will come together to explore, design, create and build items of their own creation through inquiry-based learning. This project will allow for my students to have more opportunities to use their imagination and work together to solve real world problems.

**Village East Elementary School**

Madeline Dahmer

*High/ Low Books*

I am excited to offer engaging and age-appropriate texts to our students who are reading below grade level at Village East Elementary. It can be difficult to find low-cost, highly engaging texts for our upper elementary students who are currently reading at 1st, 2nd, or 3rd-grade reading levels. We want to continue to foster students' love for reading with texts that are independently decodable for them while also offering the same depth and complexity of comprehension that they are ready for. If we are afforded the opportunity, I would love to purchase books that fit this need. Most often referred to as Hi-Lo (High Interest/ Low Level) books, these texts include high-frequency and decodable words so that the information is accessible to all levels of readers. By increasing exposure to these words, students can increase their reading fluency and their ability to read and comprehend texts. These Hi-Lo books will be beneficial for any student reading below grade level including our students receiving support from a reading interventionist, special education teacher, or even our students learning English.

**Village East Elementary School**

Kate Champlin

*Kinesthetic Materials for Reading Intervention*

The intervention team at Village East Elementary would like to purchase additional materials (sand trays/sand, decodable books) to support student growth in reading. We need resources to supplement the Orton Gillingham approach which we use to instruct phonics, decoding, encoding, and fluency. We also need a training in Morphology to support intermediate students.

**Village East Elementary School**

Raquel Lopez

*Kinesthetic Reading*

Grant funds will be used to purchase kinesthetic materials (i.e. sand, playdoh, sand, pointers, etc.) to support literacy instruction for elementary school students.

**Village East Elementary School**

Kristin Cowan

*Mathematical understanding through literature and games*

Mathematical understanding through literature and games: Using children's literature and games to engage all learners in mathematical number sense through shared experiences. This grant will allow teachers to integrate literacy and mathematics in engaging, real world and hands-on experiences that promote mathematical thinking and discourse. Engaging and creating excitement with our students through grade level math skills and literature will allow for more memorable opportunities to learn and discuss math with their peers.

**Village East Elementary School**

Ying Ong

*Village East News Production*

Our students are the leaders of today and tomorrow. We are in hopes to start a Village East News Production so that students will be producers, directors, writers, photographers, newscasters, reporters, and video editors. In order to meet this goal, we will need cameras and video equipment so that they can report the latest news and events that are happening in our community. It will be student-directed and they will decide what will be important to share for the daily and weekly announcements. It will be news made by kids for kids.

### **Walnut Hills Elementary School**

Dan Phelps

*Blaze Pods*

Students will use Blaze Pods to engage in agility training and track their reaction times. Blaze Pods will be used for workouts and games that involve kids working as teams and individual goals. Students will be able to use iPads to track their progress.

### **Walnut Hills Elementary School**

Brooke Gralla

*Math Manipulatives and Learning Centers*

The Kindergarten Teachers (Brooke Gralla and Hannah Loucks) at Walnut Hills Elementary School will use this Foundation grant to purchase math games and manipulatives. This grant will help us meet all children's whole well being, build relationships, and practice growth mindset. These games will complement our scope and sequence using the Bridges math program in order to provide support for the Colorado math standards. Research shows that play is an essential part of the learning process, especially at the kindergarten level. This grant will address the National Council of Mathematics in the area of understanding and critiquing the world as well helping young students experience joy and wonder in their learning.

### **West Middle School**

Barb Nesbett

*Earbuds for Student Success*

When students need to use assistive tech for educational purposes, they sometimes feel they stand out to their peers. Having earbuds that look like what other students are using make using speech to text and text to speech features online more appealing. This purchase of earbuds will provide special education students the resource and motivation to use the assistive tech options that will help them be more successful. The noise cancelling feature is an added bonus that will help students concentrate while they are working.

### **Woodland Elementary School**

Robin Schuhmacher

*Celebrating Who We Are: Books of Diversity*

Imagine a world in which all children can see themselves in the pages of a book. When a young reader finds a story that positively reflects his or her own story — or presents the stories of people not like themselves — that child becomes encouraged to read more. The materials in this grant will put books with diverse characters in my students' hands daily. To maintain and even surpass our current levels of innovation, we need to ensure diversity in books is present.

### **Woodland Elementary School**

Brandon Petersen

*Highway To The Learning Zone!*

As Woodland Elementary opens its doors, our wonderful Bears are ready to learn and take their academic adventures to new heights. The Highway to the Learning Zone grant aims to help students put new Tello Edu Drones into their hands and take them on a whole new course. Not only are drones fun and instantly motivating but they are built for the classroom and students of all ages. The Tello Edu Drones come with kits that allow all of our teachers to adapt learning content, lesson plans, student targets, academic standards, and more together to make learning exciting, interactive, and beyond.

### **Woodland Elementary School**

Jennifer Kern

*Renovated Learning: Building a Culture of Creativity, Innovation, and Discovery*

Moving away from ready-made knowledge, the innovative mindset allows our learners to construct their own knowledge by creating and interacting with physical objects. Renovated learning through hands-on Wonder Tubs will allow students to build a culture of creativity, innovation, and discovery that will provide students with real world challenges.

### **Woodland Elementary School**

Robin Schuhmacher

*Vintage Innovation*

Vintage Innovation redefines innovation not as 'new and flashy' but as 'better and different.' It isn't a rejection of new approaches or cutting-edge technology so much as an embrace of the old and the new." - John Spencer